

Eastchurch Church of England Primary School



Policy for Spiritual, Moral, Social and Cultural Development

Date: Mar 2016

Review date: March 2019

Introduction

The school takes an active approach in the development of Spiritual, Moral, Social and Cultural aspects of our pupils' education. The policy is reinforced by many of our other policies, particularly those concerned with Behaviour, Equal Opportunities, Personal, Social and Health Education and Citizenship.

Definitions

Spiritual Development

This can be defined as personal development relating to the spirit or soul and the intangible. It does not necessarily relate to physical nature or matter and is not synonymous with Religious Education – although Religious Education and Collective Worship are a major vehicle for the delivery of spiritual matters.

Moral Development

This can be defined as personal development relating to human behaviour, especially the distinction between good and bad, right and wrong.

Social Development

This can be defined as personal development concerned with living in a community rather than alone.

Cultural Development

This can be defined as personal development concerned with the total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action.

Aims

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The role model standards will be set by the Headteacher and practised by all staff in order to set an effective example for our children. However, we must recognise that the children's development will be affected by many factors other than those which the school itself provides. These include maturity, personality, gender, family, peer group, ethnicity, cultural background and more generally the moral, spiritual and cultural climate of our society and of the communities to which they belong.

Through religious education and collective acts of worship, children will be introduced to a wide area of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind across a wide area of the curriculum.

Planning

In planning lessons teachers are aware of the need to plan for opportunities in spirituality and reflection as well as for moral, social and cultural development. This should include thinking skills and the key skills.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future etc.

Moral/Social Development

It is important that children are given clear guidance as to what is not acceptable behaviour, so that they can develop a moral code of their own that is socially acceptable and in keeping with the Christian foundation of the school.

Our Agreed Rules:

- **We will do as we are asked the first time.**
- **We will keep our hands and feet to ourselves.**
- **We will put up our hands if we want to talk to the teacher.**
- **We will always work hard and quietly and try to do our best.**
- **We will walk quietly and sensibly around the school.**
- **We will talk to everyone in the school quietly and with respect.**
- **We will be polite and helpful to others.**
- **We will wear our school uniform everyday.**

The school values:

- **Telling the truth**
- **Keeping promises**
- **Respecting the rights and property of others**
- **Acting considerately towards others**
- **Helping those less fortunate and weaker than ourselves**
- **Taking personal responsibility for one's actions**
- **Self-discipline**

And we reject:

- **Bullying**
- **Cheating**
- **Deceit**
- **Cruelty**
- **Irresponsibility**
- **Dishonesty**

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We will teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through assemblies, circle time, in a 'think book/box', and in class.

Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through Music, PE, Art and many other curriculum areas. This is shown in our curriculum plans.

When children first come into school a lot of time is spent in learning to co-operate together. This continues through the whole school, learning through play activities, a variety of groupings, controlled activities and by observing the way that staff work together. We also value the family that the children come from and our strong links with parents encourages the child to see that we are working in co-operation with their parents.

With the younger children we start with their own culture and recognising our own traditions it is hoped that as they are introduced to other beliefs and cultures they will respect and value them.

We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, stars and other means that highlight both academic and social achievements. (Please refer to Appendix 1, The Behaviour Policy.)